

27 May 2011

Teaching Reading Comprehension Strategies by Sheena Cameron

check wiki for days notes – [readingcomprehensiondownloads.wikispaces.com](http://readingcomprehensiondownloads.wikispaces.com)

youtube clip It's a Book

Google Paul Nation  
The Enemy by

Key areas of Reading

- Phonemic awareness (sounds)
- Phonics (letters)
- Fluency
- Comprehension
- Vocabulary

Good readers are active readers, poor readers are passive

Good readers search for connections, ask questions, draw inferences, distinguish important and less important ideas,

toolbox in your head

check for understanding of 'comprehension' and 'strategy'

What is self monitoring? – having control over the reading process, clarify purpose, change reading speed, use fix up strategies,

word attack strategies

- re-read
- read ahead
- ask for help
- use dictionary
- use context
- use pictures charts
- look for parts of the word you know

Collins co-build dictionary

Put Word attack strategies on a bookmark

What is predicting?

all about engagement – turn and talk to the person next door about what the story is going to do – post it note – whiteboard

pre and during reading

think beyond the text

teacher model predicting, this is not a shared activity it is teacher showing how they predict and students to observe and learn, give feedback of their understanding

### Teaching new strategies

Whole class strategy on Monday work on it during the week.

download strategy sheets. poster

cut out a picture and students are to predict the story that went with that picture – pairs

10 /11 words on chart – buddies to chop them up and rearrange into a story - then share

### What is Questioning – student self questioning

does this make sense

students need to value the questions they ask naturally as a way of engaging with the text

provides purpose and

before/during/after chart using a photo

### Question Answer Relationships

right there – closed – answer in text

think and search – in the text but in different places

author and me – not in the text – what student knows,

on my own – not in the text – use own background knowledge – can be answered from general knowledge – big idea – stands alone

### What is making connections?

text to self

text to text

text to world

personal experiences deepen connections to the text, the more connections the deeper the engagement

The Snail & the Whale

Amos & Boris

Venn diagram

### What is Visualising?

pictures in your mind

Small Blacks clip – Dan Carter

students create their own unique mental image of what they are reading

we all approach imaging differently

Nogard activity

share and visualise

quilt maps

story maps birds eye view

models

### What is Summarising?

teach key word skills

teach note taking

A miniature version of the text containing key words.

Must attend closely to the text, include information that gives the essence, assists with synthesizing.

one word summary

one sentence summary

paragraph summary

compare good/bad/ok use a rubric

What's the big idea? page

Story sticks (use big popsicle sticks)– setting, characters, problem

tagxedo.com

paper plate diaramas for the duck story

### What is Inferring?

merge background knowledge with clues from the text to come up with an individual understanding

Real Estate advts

bring a mini bag to school full of objects that are special about the student

make a mini box that tells a story from a classic

cartoons without words

### What is Synthesizing

merging new ideas with prior knowledge to form a new idea, perspective or opinion

Blooms Tax

creates ownership of the thinking, remember and transfer to new situations

Create a diarama about what it means to be Kiwi

### Skimming previewing the text

### Scanning for specific information

### The Big Picture

talk to the kids about their reading

kids talk to each other about their reading

oral book reviews

Frayer Chart

Word Cline

Possible Sentences

Gradual Release of Responsibility Model  
Modelling  
Shared

I watch you – you show me

Modelling Book

Kids need to know how reading strategies help them to become better learner / reader.

Encourage kids to become metacognitive about their use of strategies.

Teach vocabulary. Teach prefixes and suffixes.

Goal:

Share books with buddy and each other is to retell what they now know.

Teach specific reading strategies and use the vocabulary.

Teach students to be metacognitive about their reading.

Summarizing glove